

PHIL 203 (01): Social Ethics

Fall Term 2017-18 | Deke Gould | Course CIP Code: 38.0101

22		Students Enrolled
22		Students Responded
100%		Response Rate

Summative

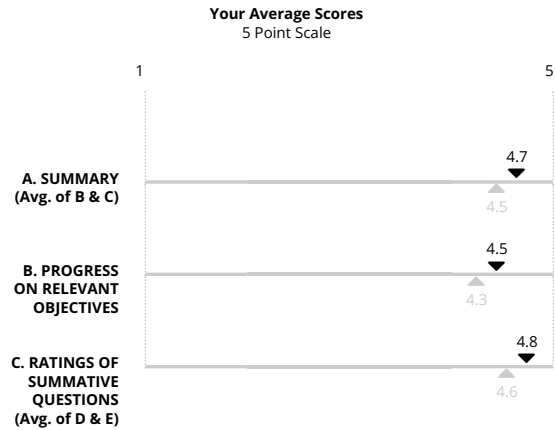
▼

Adjusted

▲

Raw

3 Point Plus/Minus



Your Overall Mean Ratings
5 Point Scale

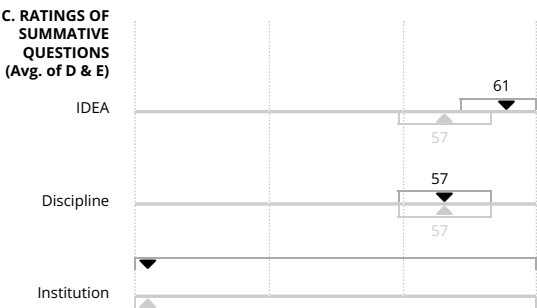
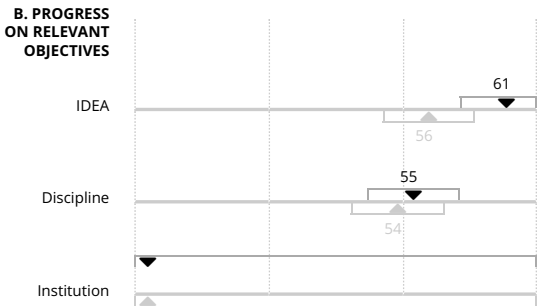
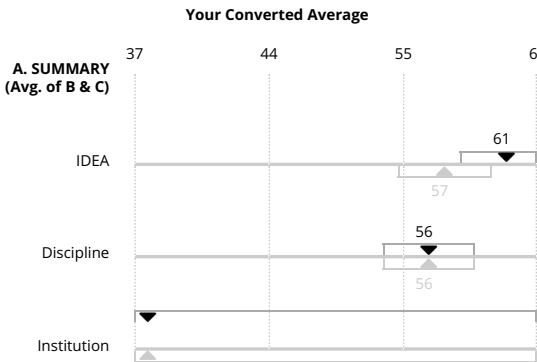
Ratings of Summative Questions	Raw	Adj.
D. Excellent Teacher	4.7	4.8
E. Excellent Course	4.5	4.8

Your Overall Converted Ratings

Ratings of Summative Questions	Raw	Adj.
D. Excellent Teacher		
IDEA	57	59
Discipline	56	56
Institution		
E. Excellent Course		
IDEA	57	62
Discipline	57	57
Institution		

Converted Average Buckets
Based on a Bell Curve

Much Lower (Lowest 10%) 37 or Lower	Lower (Next 20%) 38 - 44	Similar (Middle 40%) 45 - 55	Higher (Next 20%) 56 - 62	Much Higher (Highest 10%) 63 or Higher
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						Your Converted Average					
						Your Average (5 Point Scale)		% of Students Rating		IDEA	
Student Ratings of Learning on Relevant Objectives	Importance Rating	Raw	Adj.	1 or 2	4 or 5	Raw	Adj.	Raw	Adj.	Raw	Adj.
Gaining a basic understanding of the subject (e.g., factual knowledge, methods, principles, generalizations, theories)	M	4.3	4.4	0	86	53	57	53	53		
Developing knowledge and understanding of diverse perspectives, global awareness, or other cultures	M	4	4.3	5	68	50	55	48	51		
Learning to <i>apply</i> course material (to improve thinking, problem solving, and decisions)	M	4.3	4.6	5	82	55	60	55	55		
Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course	M	4.2	4.4	0	73	52	56	53	54		
Acquiring skills in working with others as a member of a team	M	3	3.1	32	27	37	38	44	44		
Developing creative capacities (inventing; designing; writing; performing in art, music, drama, etc.)	M	3.6	3.9	23	55	48	53	50	52		
Gaining a broader understanding and appreciation of intellectual/cultural activity (music, science, literature, etc.)	I	3.6	3.8	14	50	47	50	45	45		
Developing skill in expressing myself orally or in writing	E	4.1	4.4	5	82	54	60	53	55		
Learning how to find, evaluate, and use resources to explore a topic in depth	M	4.1	4.4	14	82	52	57	53	54		
Developing ethical reasoning and/or ethical decision making	I	4.8	5	0	100	64	71	61	63		
Learning to <i>analyze</i> and <i>critically evaluate</i> ideas, arguments, and points of view	E	4.5	4.7	0	86	59	63	56	56		
Learning to apply knowledge and skills to benefit others or serve the public good	M	4.3	4.7	0	82	56	62	55	56		
Learning appropriate methods for collecting, analyzing, and interpreting numerical information	M	3.4	3.4	27	55	42	42	49	49		

		Your Converted Average		
Course Description	Your Average	IDEA	Discipline	Institution
Amount of coursework	3.3	49	51	
Difficulty of subject matter	3.8	59	56	

		Your Converted Average		
Student Description	Your Average	IDEA	Discipline	Institution
As a rule, I put forth more effort than other students on academic work.	3.7	45	47	
I really wanted to take this course regardless of who taught it.	3.8	52	55	
When this course began I believed I could master its content.	3.5	39	46	
My background prepared me well for this course's requirements.	3.3	40	48	

Formative

Teaching Essentials	Your Average	Students Rating	Suggested Action
Introduced stimulating ideas about the subject	4.8	0% (1 or 2) 95% (4 or 5)	You employed the method more frequently than those teaching classes of similar size and level of student motivation.
Inspired students to set and achieve goals which really challenged them	4.5	0% (1 or 2) 77% (4 or 5)	You employed the method more frequently than those teaching classes of similar size and level of student motivation.
Reflective and Integrative Learning	Your Average	Students Rating	Suggested Action
Helped students to interpret subject matter from diverse perspectives (e.g., different cultures, religions, genders, political views)	4.8	0% (1 or 2) 100% (4 or 5)	You employed the method more frequently than those teaching classes of similar size and level of student motivation.
Encouraged students to reflect on and evaluate what they have learned	4.8	0% (1 or 2) 100% (4 or 5)	You employed the method more frequently than those teaching classes of similar size and level of student motivation.
Provided meaningful feedback on students' academic performance	4.2	0% (1 or 2) 77% (4 or 5)	You employed the method with frequency typical of those teaching classes of similar size and level of student motivation.
Stimulated students to intellectual effort beyond that required by most courses	4.7	0% (1 or 2) 95% (4 or 5)	You employed the method more frequently than those teaching classes of similar size and level of student motivation.
Related course material to real life situations	4.9	0% (1 or 2) 100% (4 or 5)	You employed the method more frequently than those teaching classes of similar size and level of student motivation.

Collaborative Learning	Your Average	Students Rating	Suggested Action
Active Learning	Your Average	Students Rating	Suggested Action
Encouraged students to use multiple resources (e.g., Internet, library holdings, outside experts) to improve understanding	3.3	23% (1 or 2) 45% (4 or 5)	You employed the method less frequently than those teaching classes of similar size and level of student motivation.
Gave projects, tests, or assignments that required original or creative thinking	4.4	5% (1 or 2) 86% (4 or 5)	You employed the method more frequently than those teaching classes of similar size and level of student motivation.

Quantitative

<i>Describe the frequency of your instructor's teaching procedures.</i>	Hardly Ever	Occasionally	Sometimes	Frequently	Almost Always	N	DNA	SD	M
<i>The Instructor:</i>									
Found ways to help students answer their own questions	0% (0)	4.55% (1)	0% (0)	31.82% (7)	63.64% (14)	22	0	0.72	4.55
Helped students to interpret subject matter from diverse perspectives (e.g., different cultures, religions, genders, political views)	0% (0)	0% (0)	0% (0)	22.73% (5)	77.27% (17)	22	0	0.42	4.77
Encouraged students to reflect on and evaluate what they have learned	0% (0)	0% (0)	0% (0)	18.18% (4)	81.82% (18)	22	0	0.39	4.82
Demonstrated the importance and significance of the subject matter	0% (0)	0% (0)	4.55% (1)	13.64% (3)	81.82% (18)	22	0	0.52	4.77
Formed teams or groups to facilitate learning	13.64% (3)	27.27% (6)	40.91% (9)	13.64% (3)	4.55% (1)	22	0	1.02	2.68
Made it clear how each topic fit into the course	0% (0)	4.55% (1)	4.55% (1)	18.18% (4)	72.73% (16)	22	0	0.78	4.59
Provided meaningful feedback on students' academic performance	0% (0)	0% (0)	22.73% (5)	31.82% (7)	45.45% (10)	22	0	0.79	4.23
Stimulated students to intellectual effort beyond that required by most courses	0% (0)	0% (0)	4.55% (1)	22.73% (5)	72.73% (16)	22	0	0.55	4.68
Encouraged students to use multiple resources (e.g., Internet, library holdings, outside experts) to improve understanding	4.55% (1)	18.18% (4)	31.82% (7)	31.82% (7)	13.64% (3)	22	0	1.06	3.32
Explained course material clearly and concisely	0% (0)	0% (0)	9.09% (2)	36.36% (8)	54.55% (12)	22	0	0.66	4.45
<i>Describe the frequency of your instructor's teaching procedures.</i>	Hardly Ever	Occasionally	Sometimes	Frequently	Almost Always	N	DNA	SD	M
<i>The Instructor:</i>									
Related course material to real life situations	0% (0)	0% (0)	0% (0)	9.09% (2)	90.91% (20)	22	0	0.29	4.91
Created opportunities for students to apply course content outside the classroom	4.55% (1)	0% (0)	4.55% (1)	22.73% (5)	68.18% (15)	22	0	0.94	4.5
Introduced stimulating ideas about the subject	0% (0)	0% (0)	4.55% (1)	13.64% (3)	81.82% (18)	22	0	0.52	4.77
Involved students in hands-on projects such as research, case studies, or real life activities	18.18% (4)	9.09% (2)	18.18% (4)	36.36% (8)	18.18% (4)	22	0	1.35	3.27
Inspired students to set and achieve goals which really challenged them	0% (0)	0% (0)	22.73% (5)	9.09% (2)	68.18% (15)	22	0	0.84	4.45
Asked students to share ideas and experiences with others whose backgrounds and viewpoints differ from their own	4.55% (1)	4.55% (1)	0% (0)	4.55% (1)	86.36% (19)	22	0	1.02	4.64
Asked students to help each other understand ideas or concepts	4.55% (1)	0% (0)	13.64% (3)	13.64% (3)	68.18% (15)	22	0	1.03	4.41
Gave projects, tests, or assignments that required original or creative thinking	0% (0)	4.55% (1)	9.09% (2)	31.82% (7)	54.55% (12)	22	0	0.83	4.36
Encouraged student-faculty interaction outside of class (e.g., office visits, phone calls, email)	0% (0)	4.55% (1)	9.09% (2)	36.36% (8)	50% (11)	22	0	0.82	4.32

<i>Describe your progress on:</i>	No Apparent Progress	Slight Progress	Moderate Progress	Substantial Progress	Exceptional Progress	N	DNA	SD	M
Gaining a basic understanding of the subject (e.g., factual knowledge, methods, principles, generalizations, theories)	0% (0)	0% (0)	13.64% (3)	45.45% (10)	40.91% (9)	22	0	0.69	4.27
Developing knowledge and understanding of diverse perspectives, global awareness, or other cultures	0% (0)	4.55% (1)	27.27% (6)	36.36% (8)	31.82% (7)	22	0	0.88	3.95
Learning to <i>apply</i> course material (to improve thinking, problem solving, and decisions)	0% (0)	4.55% (1)	13.64% (3)	27.27% (6)	54.55% (12)	22	0	0.87	4.32
Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course	0% (0)	0% (0)	27.27% (6)	27.27% (6)	45.45% (10)	22	0	0.83	4.18
Acquiring skills in working with others as a member of a team	4.55% (1)	27.27% (6)	40.91% (9)	13.64% (3)	13.64% (3)	22	0	1.07	3.05
Developing creative capacities (inventing; designing; writing; performing in art, music, drama, etc.)	13.64% (3)	9.09% (2)	22.73% (5)	13.64% (3)	40.91% (9)	22	0	1.44	3.59
Gaining a broader understanding and appreciation of intellectual/cultural activity (music, science, literature, etc.)	9.09% (2)	4.55% (1)	36.36% (8)	18.18% (4)	31.82% (7)	22	0	1.23	3.59
Developing skill in expressing myself orally or in writing	4.55% (1)	0% (0)	13.64% (3)	45.45% (10)	36.36% (8)	22	0	0.95	4.09
Learning how to find, evaluate, and use resources to explore a topic in depth	9.09% (2)	4.55% (1)	4.55% (1)	31.82% (7)	50% (11)	22	0	1.24	4.09
Developing ethical reasoning and/or ethical decision making	0% (0)	0% (0)	0% (0)	22.73% (5)	77.27% (17)	22	0	0.42	4.77
Learning to <i>analyze</i> and <i>critically evaluate</i> ideas, arguments, and points of view	0% (0)	0% (0)	13.64% (3)	22.73% (5)	63.64% (14)	22	0	0.72	4.5
Learning to apply knowledge and skills to benefit others or serve the public good	0% (0)	0% (0)	18.18% (4)	31.82% (7)	50% (11)	22	0	0.76	4.32
Learning appropriate methods for collecting, analyzing, and interpreting numerical information	18.18% (4)	9.09% (2)	18.18% (4)	27.27% (6)	27.27% (6)	22	0	1.43	3.36
<i>The Course:</i> <i>On the next two items, compare this course with others you have taken at this institution.</i>	Much Less than Most Courses	Less than Most Courses	About Average	More than Most Courses	Much More than Most Courses	N	DNA	SD	M
Amount of coursework	4.55% (1)	9.09% (2)	45.45% (10)	36.36% (8)	4.55% (1)	22	0	0.86	3.27
Difficulty of subject matter	0% (0)	4.55% (1)	22.73% (5)	59.09% (13)	13.64% (3)	22	0	0.72	3.82
<i>For the following items, choose the option that best corresponds to your judgment.</i>	Definitely False	More False than True	In Between	More True than False	Definitely True	N	DNA	SD	M
As a rule, I put forth more effort than other students on academic work.	4.55% (1)	4.55% (1)	22.73% (5)	54.55% (12)	13.64% (3)	22	0	0.92	3.68
I really wanted to take this course regardless of who taught it.	4.55% (1)	4.55% (1)	27.27% (6)	36.36% (8)	27.27% (6)	22	0	1.04	3.77
When this course began I believed I could master its content.	0% (0)	18.18% (4)	31.82% (7)	31.82% (7)	18.18% (4)	22	0	0.99	3.5
My background prepared me well for this course's requirements.	9.09% (2)	18.18% (4)	27.27% (6)	27.27% (6)	18.18% (4)	22	0	1.21	3.27
Overall, I rate this instructor an excellent teacher.	0% (0)	0% (0)	0% (0)	31.82% (7)	68.18% (15)	22	0	0.47	4.68
Overall, I rate this course as excellent.	0% (0)	0% (0)	4.55% (1)	36.36% (8)	59.09% (13)	22	0	0.58	4.55

Qualitative

Comments -

- This class had interesting reading material. However, I feel as if the class was more difficult than a 200 level course should be.
- I liked the interesting content but disliked the emphasis for participation, because sometimes I truly had nothing to say or felt a comment I had wouldn't propel the conversation further at all.
- Dr. Gould was a great teacher and I would enjoy taking one of his classes in the future. He is a very intense grader, which has its downfalls and achievements as he pushes you to be the very best. The Logic part of the course is something I wish could have been taught more in depth because I feel as if a lot of the class struggled on understanding what he wants (from the taking it past the class room part).
- Dr. Gould did a good job trying to get every one to participate, which led to interesting and unique discussion. Sometimes he would share stories that took up too much time or weren't entirely relevant to the material. This was okay as long as other people weren't raising their hands; a little better balance of talking time should have been established.
- This was a harder course for me since this was a completely new subject for me. My high school did not have a philosophy class and I had never learned the basics on formulating an argument. This was by far my most difficult class but it was also the most interesting one!
- I've really enjoyed how engaging the class is; it challenges what you'd think are your core beliefs about certain topics and forces you to defend them. More rigorous examination of each other's arguments along with peer editing might be beneficial. Overall, it's a great class.
- You should try encouraging students to submit a topic for a week out of popular choice.
- I really enjoyed having the open dialogue in class, but I think having more facilitated ways to express opinion would be more helpful. Some students, much like myself, have a hard time talking in class without being called on to do so, so having different ways to express opinion would be helpful. Overall, I enjoy the content of the class and think that it is structured well.
- Dr. Gould is a great teacher that is good humored and makes the subject matter fun at times. He is a tough grader but it's in good intention so his students are well prepared to apply the material in the real world. The only knock I have is that he relies on his students to study the material themselves. But this is not even a knock because that is realistic expectation.
- I think that all of the readings for the week should be spread out and instead of having them all due on Sunday make one due the day before class and then it would make it easier to read all of the articles.
- Dr. Gould is a great teacher! He develops a relationship with the class as well as pushes people to be better than they were walking in. His teaching style is easy to follow and his relaxed tone makes the class much easier to participate in for people who would tend to be anxious otherwise.
- I really liked the atmosphere of the class. I transferred from another philosophy class that I'd been looking forward to but ended up having a terrible atmosphere. I find myself more able to learn when the professor is engaging, funny, and real. Not only was Dr. Gould these things, but he made us want to learn these things. He got his students excited by what they were learning about and assigned them the duty of using what they learned about logic to cure the epidemic of terrible logic that is greatly affecting society right now.
- I think you chose great conversation-stimulating topics! Maybe make the essays not as large of a percentage of your grade as they currently are, and putting more emphasis on the exams
- 1. I honestly think you are the best teacher I have ever had! You are so clever, makes us question everything, look after us, makes everyone better/improving/engaged! Learnt qualities for life!! I think it in the future, we could have 1 class or 2 to summarize the class to prepare for finals/midterms.
- I think that it would be more beneficial for students if there were only two readings for each week. While reading they can pay closer attention to details. Also, you could spend a longer time discussing each reading in class.
- I think how the classes/lectures are set up really benefits the students. It allows for good discussions and a lot of different perspectives. One thing I would change would be the due date of the forum posts. Sometimes I wish I could have done the reading before the class on Monday, especially since our class was later in the day. Having it due Sunday night caused me to forget about it sometimes and sometimes caused me to rush through the readings in order to get it done by that time. I think having the forum posts due the Monday before class would benefit a lot of students.
- I love the discussion portion of the class. It is very eye-opening to things that may never cross somebody's mind in everyday life and new perspectives on hot topics in the world. Even when people do not participate in discussions they are still placed in a situation in which they hear new ideas, thought processes, and rebuttals. I think something that can be expanded more upon is the basic logic forms. While I think that the practice is helpful over time, I believe that students may be better off with an understanding of the structure and purpose. Examples are great for learning and practice, but I think that in order for someone to better apply it to real situations, they need a little bit of a better sense of what they are looking for in the first place.
- I really liked the enthusiasm and always asking if anyone had any questions. You did a great job at making the discussions energetic, and made it so that I can apply what I learned in life outside of the classroom. One constructive criticism could be...to be honest I don't know and I really enjoyed the class, but possibly days (if weather lets us) we discuss outside.
- I believe Dr. Gould thoroughly engages students in the course material by relating what is taught to other classes and events that occur in everyday life. His style of teaching involves presenting creative and memorable perspectives on the issues covered in the course so that students are intrinsically interested in the material and able to remember what is learned so it can be applied to topics outside of the classroom. If I had to think of one aspect of this course that could be improved, I would suggest that a project could be created in which students, either individually or in groups, summarize the arguments in various articles about a given subject and compare their reconstructions of those arguments with the reconstructions others came up with for their assigned articles. A discussion could then be led about which reconstruction seems to make the most logical sense about the specific topic.
- Overall, the social ethics course taught by Dr. Gould was very insightful and interesting. The variety of different topics that Dr. Gould covered as they related to the principle of ethics were interesting. They challenged my beliefs regarding these topics. From the professor, I particularly enjoyed the instances in the course where he took the position of the author's idea and pushed it on the class to encourage us to strengthen our own arguments. If I was to make a suggestion, I would suggest more group activity. In the context of the course, for example, divide the class into large groups where they argue between two distinct perspectives.
- You claim there isn't enough time to properly teach logic but end up spending a lot of time practicing it and place a lot of emphasis on it. I think it would be worthwhile to spend more time explaining logic in a way that would help students really understand it rather than spending so much time drilling it into them in a way that didn't seem to be very effective based on test results.